

Almanac

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Pullout: Safety & Security

Nine Term Chairs at Wharton

Dean Thomas Gerrity has announced nine term chair appointments for The Wharton School—eight of them to new arrivals under the Young Faculty Development Program.

The ninth is the Coopers and Lybrand Term Professor of Accounting, **Dr. Robert W. Holthausen**, who joined Wharton in 1989 as professor of accounting and finance. After taking his Ph.D. from Rochester in 1980, Dr. Holthausen was at the University of Chicago as assistant professor and associate professor. He is associate editor of *The Accounting Review* and has been on the board of the *Journal of Accounting Research* since 1982. His research interests include the effects of information on prices and volume, corporate restructuring and valuation, accounting choice and organizational structure, and market microstructure.

The eight term chairholders in the Young Faculty program are:

Dr. Marlene E. Burkhardt, Anheuser-Busch Term Assistant Professor of Management. Dr. Burkhardt took her Ph.D. in organizational behavior and organizational theory in June from Penn State, where she received the Dean's Doctoral Fellow Award in 1986 and was a doctoral consortium participant at the Academy of Management National Meeting in Washington, D.C. in 1989. Her research includes the

interplay of power, technology and structure; social network analysis, and the institutionalization of organizational change.

Sandra L. Chamberlain, Arthur Andersen & Co. Lecturer in Accounting. A Ph.D. candidate at Chicago, Ms. Chamberlain held Chicago's GSB Fellowship from 1984-89 and was both a research assistant and teaching assistant there. Her research areas include earnings management, accounting methods choice, and changes in corporation structure; her dissertation is on the effect of mergers on the operating performance of acquired banks.

Bruce Grundy, Donald B. Stott Lecturer in Finance. Joining the faculty after four years as assistant professor of finance at Stanford, Mr. Grundy is a Ph.D. candidate at Chicago working on a dissertation on "Dividends: Tax Equilibria and Signaling Equilibria." He is also associate editor of the *Review of Financial Studies*. His interests include option pricing, dividend policy, capital structure and trading volume.

Dr. Barbara E. Kahn, Stephen M. Peck Term Associate Professor of Marketing. Dr. Kahn, who took her Ph.D. at Columbia, spent a year at Wharton, 1988-89, as visiting assistant professor of marketing. She comes back to the faculty from UCLA's Anderson Graduate

(continued next page)

In Formation: Lindback Society

In a continuing effort to strengthen the University's concern for good teaching, Provost Michael Aiken has established an organizing committee to reconstitute the Lindback Society. The Society is to be composed of all recipients of the Lindback Award for Distinguished Teaching.

Dr. Sohrab Rabbii, professor of electrical engineering, chairs the organizing committee, which includes Drs. Roger Allen and Robert Lucid of SAS, Dr. Michael Cancro of Medicine; Dr. Charles Newton of Vet Medicine; Dr. Neville Strumpf of Nursing; and Dr. Susan Wachter of Wharton. Dr. R. E. Davies of Vet Medicine will serve as liaison to the committee for the Faculty Senate and the Academic Planning and Budget Committee.

The Society was first suggested in the early 1970s, with the intention that it develop and promote research on and discussion of teaching, and sponsor lectures on pedagogy. It was never formally organized, although one of its suggested activities, a yearly reception for new Lindback winners, is held.

(Note: See page 10 for call for nominations, Lindback and Provost Awards.)

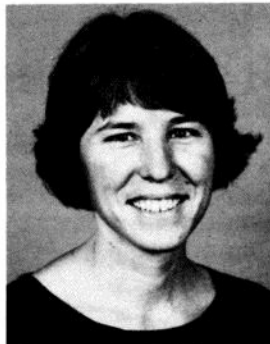
Nine at Wharton

Left to right, the faculty announced by the Wharton School in story above and on page 2).

Photo of Dr. Holthausen by P. Olson; all others by Vernon Washington



Marlene Burkhardt



Sandra Chamberlain



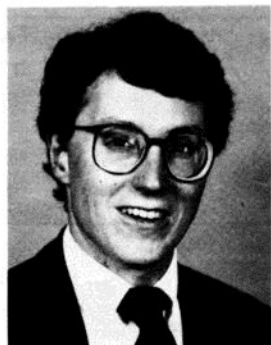
Bruce Grundy



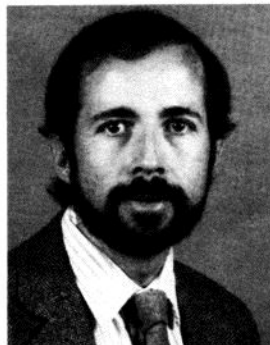
Robert Holthausen



Barbara Kahn



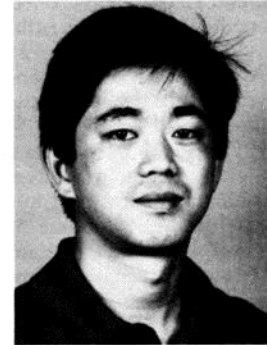
John Paul MacDuffie



Robert Meyer



Sharon Tennyson



Ping Zhang

Wharton Chairs from page 1

School of Management, where she won the Chancellor's Faculty Career Development Award for 1988. She is on the editorial boards of *The Journal of Marketing Research* and *Marketing Letters*. Her research in progress is on consumer choice and variety seeking, brand loyalty, decisions under uncertainty/ambiguity, and price promotions.

John Paul MacDuffie, Roger Stone Lecturer in Management. A Ph.D. candidate and research associate at MIT's Sloan School of Management, Mr. MacDuffie has also been a Harman Fellow at Harvard's Kennedy School of Government. Earlier this year he received the International Research Award from the American Society for Training and Development. Mr. MacDuffie's research interests include organizational and technological change, international comparative human resource strategies, flexible production systems, and manufacturing policy and performance.

Dr. Robert J. Meyer, Anheuser-Busch Term Associate Professor of Marketing. A former visiting associate professor at Wharton (1988-89), Dr. Meyer took his Ph.D. at Iowa and in 1982 joined UCLA's Anderson School, where he chaired the Marketing Academic Unit. A member of the editorial boards of the *Journal of Consumer Research*, *Journal of Retailing*, and *Marketing Letters*, he focuses his research on consumer decision-making, sales response modeling, decision-making under uncertainty, and dynamic decision-making.

Dr. Sharon Tennyson, Matthew R. Kornreich Term Assistant Professor of Insurance. Dr. Tennyson is a former lecturer at Roosevelt University and at Northwestern University, where she took her Ph.D. in June. She was a University Scholar at Northwestern in 1988-89. Her research areas are the economics of insurance, organization of insurance markets and government policy.

Dr. Ping Zhang, Anheuser Busch Term Assistant Professor of Statistics. Dr. Zhang took his Ph.D. in June at Berkeley, where he was a research assistant and instructor in statistics. His current research explores cross-validation methods, model selections and nonparametric regression.

Library's Late-Late Computer Lab at Rosengarten Reserve: Open to All

The Library's new Adolph G. Rosengarten Computer Laboratory will be dedicated tomorrow evening, October 17.

But it is already open for business. All students, faculty and staff are invited to "stop by and try out" the new lab, said Dr. Paul Mosher. Located on the ground floor of the Van Pelt-Dietrich Library Center, adjacent to the Rosengarten Reserve Room, the Lab is equipped with 20 Macintosh and 10 IBM PCs, and scratch and laser printers; it provides access to a number of standard word process-

ing and spreadsheet programs—and to the Penn Library Information Network, including the online catalog, Franklin, and PennNet. Fall hours for the Lab match Rosengarten Reserve's new, longer hours:

Monday-Thursday	8:30 a.m. - 7:00 a.m.
Friday	8:30 a.m. - 10 p.m.
Saturday	10 - 2:00 a.m.
Sunday	noon - 7:00 a.m.

A student consultant is on duty until 10 p.m. Sundays through Thursdays, and until 8 p.m. Saturdays.

At Council on October 10, a question from the floor revealed an omission in Almanac's September 25 listing of membership of the new Committee to Diversify Locust Walk. The full list appears below.

Update: Committee to Diversify Locust Walk

Co-chairs:

Dr. Kim M. Morrisson, VPUL

Dr. David Pope, Engineering

Members:

Dr. Gloria Chisum, chair, Trustees Committee on Student Life

Dr. Drew Faust, chair, University Life Committee

Dr. Robert Lucid, chair, Council of Masters

Dr. Almarin Phillips, chair, Faculty Senate

Dr. Adelaide Delluva, chair, Council Safety/Security Committee

Dr. Lawrence Eisenberg, chair, Council Facilities Committee

Doris Cochran-Fikes, director, Alumni Relations

Nicholas Constan, assistant to the President

Elena di Lapi, director, Penn Women's Center

Duchess Harris, chair, Undergraduate Assembly (UA)

Susan Garfinkle, chair, Graduate and Professional Students Assembly (GAPSA)

Anita J. Hsueh, president, Panhellenic Council

Bret Kinsella, president, InterFraternity Council (IFC)

Melanie Shain, Greek Alumni Council

Erica Strohl, Students Together Against Acquaintance Rape (STARR)

Kathryn A. Williams, president, Black Inter-Greek Council (BIGC)

Nalini Samuel, United Minorities Council (UMC)

Robin Wood, co-chair, Lesbian, Gay, Bisexual Alliance.

Advisory/Support Members:

Kemel Dawkins, director of project management, Facilities

Christopher Mason, associate treasurer

Christopher van de Velde, director, real estate

Tricia Phaup, director, Fraternity/Sorority Affairs

Steven G. Poskanzer, associate general counsel

FROM COLLEGE HALL

Tenure Decisions and Gender

Each year the Office of the Provost publishes data showing how women and men are faring in the internal tenure process. The most recent reports can be found in *Almanac* October 25, 1988, pg. 2, and October 17, 1989, pg. 2.

The following data do not concern individuals hired with tenure from outside the University nor faculty members reviewed internally before the fifth or sixth year of an assistant professor's appointment or before the third or fourth year of an untenured associate professor's appointment. These reports concern so-called "timely" internal reviews—those conducted during the fifth or sixth year for assistant professors and those held during the third or fourth year for untenured associate professors. Appropriate modifications are made for health school faculty on the ten-year tenure track. The study currently covers the period from 1980-81 through 1989-90.

These tables indicate those achieving timely tenure by (TT). Cases yielding negative results are indicated by (D) if the decision was made at the departmental level, by (S) if at the school level and by (U) if at the University level. The symbol (O), other, refers to persons who received the appropriate date for a timely review, but for whom no review took place because of resignation, transfer to the clinician-educator track, death or request for no review. Numbers are adjusted for faculty members reviewed twice; this means that the sum of the data from 1980-89 and

those from 1989-90 need not add to the cumulative data for 1980-81 through 1989-90.

Outcomes of Timely Tenure Reviews 1989-90

Number of Faculty Members (Proportions)

	Tenure Attained		Tenure Not Attained				Total
	(TT)	(D)	(S)	(U)	(O)		
Women	5(.62)	0(.00)	1(.12)	1(.12)	1(.12)		8(.98)
Men	21(.60)	2(.06)	7(.20)	3(.09)	2(.06)		35(1.01)

Outcomes of Timely Tenure Reviews 1980-81 through 1989-90

Number of Faculty Members (Proportions)

	Tenure Attained		Tenure Not Attained				Total
	(TT)	(D)	(S)	(U)	(O)		
Women	56(.52)	13(.12)	16(.15)	5(.05)	18(.17)		108(1.01)
Men	193(.53)	47(.13)	55(.15)	22(.06)	44(.12)		361(.99)

This report presents data but does not attempt interpretation.

— Richard C. Clelland, Deputy Provost
— Anne Mengel, Assistant to the Provost
for Provost Staff Conference Matters

UNIVERSITY of PENNSYLVANIA



Penn's Way/United Way

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Dean Edwin J. Andrews, Past Chair
Dean Marvin Lazerson, Vice-Chair
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Ms. Jane Combrinck-Graham
Ms. Fran Kellenbenz
Ms. Sandra Laster-Morgan
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Ms. Margaret H. Smith
Mr. Timothy R. Tomlinson
Mr. Alan Waldt
Ms. Mary Waters
Mr. Fred L. Whiten
Mr. Philip Yarmolyk
Ms. Ave Zamichieli

Dear Colleague:

We did it again! Last year the University's faculty and staff substantially exceeded our goal of \$275,000 in giving during Penn's 1989-90 workplace charitable contribution campaign and set a new record. If you were among the many Penn people who gave a total of \$290,000, please accept my thanks. Your generosity continues to help people in every corner of the Delaware Valley.

As need grows, we continue to review the shape of our campaign to enable the most dollars to serve the greatest number of people whose lives can be improved in our communities. Our campaign this year is entitled, "Penn's Way/United Way," to signify that Penn's employees support a wide variety of services and self-help programs for the communities in which we live and work. As we did in last year's campaign, we have included information, in addition to The United Way's "Guide to Caring," about four other fundraising organizations in our area: The Black United Fund of Pennsylvania, The Bread and Roses Community Fund, the United Negro College Fund and Womens Way. These Organizations, like The United Way, exist to raise money for service agencies and charitable programs in the Delaware Valley.

We can, as before, make an unrestricted gift to all United Way agencies and services by direct donation to The United Way. Through The United Way's "Targeted Care" and "Specific Care" selections, we can contribute to categories of United Way's affiliate agencies and to individual donor option agencies for whom The United Way administers workplace campaigns. These agencies are listed in the "Guide to Caring."

In addition, those of us who want to provide help to agencies and programs that are funded by other fundraising organizations that serve the Delaware Valley can write in one or more of their names on the Donor Choice Forms. As the result of important changes we have made for this year's campaign, our contributions to The Black United Fund of Pennsylvania, The Bread and Roses Community Fund, The United Negro College Fund and Womens Way will be directed to those organizations without deduction of administrative charges. Like The United Way, those organizations listed above are participating in our campaign by providing literature describing the agencies and programs they fund, by assisting in solicitor training and by participating in the events planned to support our campaign.

Please join me in exercising your personal choice by making a gift that will count very much in support of the people of the Delaware Valley.

Sincerely,


Sheldon Hackney

CARING AND GIVING YOUR WAY

Speaking Out

Defining Harassment

The proposed revision of the racial harassment policy (*Almanac* 10/2) goes farther than the University is legally required to do in weakening our definition of prohibited behavior. It becomes therefore a question of our own priorities. How much do we as a university owe to free expression and how much to the rights of our students to pursue their education in an atmosphere free of harassment? This is a question on which faculty members need to be heard.

The conflict of priorities is a real one. My feeling is that the level of incivility at Penn is high enough to compromise seriously the quality of education for minority students—and for women students as well.

One key to finding an appropriate balance may be to draw a distinction between ideas and racially or ethnically or sexually derogatory epithets. Epithets are not ideas, and there is no reason why they should be protected.

A second key may be to draw a distinction between different types of settings. Student newspapers, professors in the classroom, speakers invited to address campus groups, members of the University community peacefully assembling in support of any political, social or economic goal, should have all the latitude in expressing their views that the laws of the land allow. We can do even more than this for the free interchange of ideas in these settings by requiring some provision for right of reply when the views expressed are offensive to any significant number of University members.

Outside the specified settings, let civility prevail. The old standard that prohibited intimidating or offensive behavior is a good one. It is, of course, a subjective matter as to what is intimidating or offensive. Almost any statement might be offensive to someone. The test should be whether a hearing board made up of reasonably diverse and disinterested third parties sees a reason for offense. The only way to clarify

what is or is not acceptable within this particular community is through a series of findings in actual cases. A summary of such findings could be made available to new students (and new faculty and staff) for their guidance and discussed at orientation sessions.

—Jean A. Crockett,
Professor of Finance

One Harassment Policy

As an employee at Penn, it seems to me that harassment—whether racial, sexual, religious, or whatever—is obviously inappropriate in an educational institution. However, to devise a policy on Racial Harassment and a policy on Sexual Harassment and a policy on some other form of harassment seems to be reinventing the wheel. I believe that the University needs a single policy that provides guidelines to prevent or punish confrontations based on any and all forms of prejudice, with the exception of sports rivalries, of course.

Unfortunately, harassment—and any policy that might be devised against it—simply focuses on the negative aspect of the situation. Perhaps instead of telling people what *not* to do and whom *not* to do it to, we should develop a policy on Politeness—not only to other people but also to other species and to our environment.

—K.R. Mullin, Supervisor of
Medical Records, V.H.U.P.

A Few Remarks on Honorary Degrees, from the Chair of the Committee

Nominations should be sent before *November 1*, not to me or the Council Committee on Honorary Degrees but to:

Duncan Van Dusan
121 College Hall/6382

The Council Committee only makes recommendations to the Trustees and its recommendations are limited to academic areas, that is, scholars and artists (in the broad sense: scientists are scholars and writers are artists). We do pass along other nominations we receive but it is not clear to me that I should advise anyone to be content with that pass-along. I certainly do not advise against making nominations directly to the Trustees (bear in mind, however, that for at least fifteen years those receiving honorary degrees for scholarly work have all been recommended by the Council Committee).

The rules of confidentiality have an unfortunate side effect. The committee members are not entitled to give interim reports to the nominators. In the usual case, the success of a nomination will not be known until the Trustees announce the list and even then the reasons why a name is missing (which is, of course, the usual case) can not be told. We can not tell you whether it was action of the Council Committee or the Trustees or the candidate that was decisive. The most troublesome part of this is in the last case: the candidate who turns us down. Certain people are repeatedly nominated and their absence on the list repeatedly is a cause of resentment. I know no solution to this problem. If one perceives a systematic bias in the University's selections it seems improper for the Council Committee to ask for the benefit of the doubt. On the other hand we can not go public with a list of nominees who have declined the honor.

I have noticed that successful recommendations usually answer two critical questions: why should the nominee—of all people—be honored by Penn; why should Penn—of all places—do the honoring. The first question is an obvious one but it is surprising how often the committee receives just the name and no other information. An effective letter of nomination comes with supporting material beginning with a vita (photocopied, usually, from something like *Who's Who*).

The second question, why should this university offer a degree, has two versions depending on the renown of the candidate: in the case of an ordinary candidate the question is why should we extend the honor and in the case of a famous candidate why should the honor be accepted? In the first case the best answer is to argue that the honor will, in fact, be ours. In the second case we need some reason to believe that the candidate will accept.

It is idle for the Committee to recommend an honorary degree to a scholar with colleagues at Penn without letters of endorsement from some of those scholarly colleagues. It is almost as idle for anyone to recommend a degree for a celebrity with a tight schedule, particularly a performing artist or head of state and, in the opposite direction, to recommend a celebrity known for ignoring schedules. Successful nominations usually come with reasons why the nominee should accept and, in fact, show up on commencement day. The best reason is a good "Penn connection," that is, a serious relationship with some part of the University.

—Peter Freyd, Chair, Council Committee on Honorary Degrees

End the Greek System?

Many people in the campus community today are urging "diversification" of Locust Walk and redistribution of some fraternities who live now in buildings which line it. I do not question their sincerity or their liberal credentials, but I feel they have missed the point.

Fraternities and sororities are like just wars or clean bombs; they are incapable inherently of reflecting and developing what I and many others at Penn would consider desirable character for undergraduates. What people of good will object to in these organizations is precisely what is essential to and defining of them.

Not all the earth days, charity drives, citizenship activities, BYOB parties or charming pets will change their basic nature. The only thing sororities and fraternities can do is reinforce separatism, classism, sexism, homophobia, anti-intellectualism, the old-boy (old-girl) network.

I like to think of myself as a person of the socio/political left and would wish above all that any experiment in communal living would succeed. I also believe that minority group (of which I belong to several) members have a legitimate aim in joining together on occasion to assist each other and reaffirm their sense of self-worth and identity.

But Greeks are not (by and large) min-

continued on page 9

After consultation with University Council in December 1988, President Sheldon Hackney appointed a committee of University faculty, students, staff and alumni to undertake a broad examination of campus life. The Committee was charged (Almanac December 13, 1988) with identifying ways of creating and maintaining a campus atmosphere conducive to the free and vigorous exchange of ideas—not only in the classroom, but throughout the living and working environment on campus. The Committee's report, below, is intended for University Council discussion. The President invites the views of all members of the University community, to be sent to him at 100 CollegeHall6303.

Report of the President's Committee on University Life

Institutions of higher learning across the United States are troubled by what they see as the "declining quality of campus life," by proliferating incidents of racial and sexual harassment, bigotry and incivility, by a disappearance of the community that seems, at least in retrospect, to have characterized American universities of an earlier era. Individual colleges, including many of Penn's peer institutions within the Ivy League, have commissioned studies on one or more aspects of the problem, and the prestigious Carnegie Foundation for the Advancement of Teaching has recently completed a study of campus life. The charge that Sheldon Hackney issued to our Committee on University Life in the last week of 1988's Fall semester thus expressed concerns relevant far beyond the Penn campus, issues that arise at least in part from the changing situation of higher education within the United States and from transformations in American society at large.

In the 1990s, we find ourselves in a society of growing racial polarization and of increasing economic inequality. Penn's urban setting reinforces these realities in particularly forceful ways. And Penn, like most other major universities, is itself a different sort of place than it was a generation ago: it has become a far more heterogeneous community internationally, racially, ideologically than the school most of our alumni/ae attended. Yet many of its citizens, here for a few years of their lives, or a few hours of each working day, come from sites far less diverse than those the University offers and are shaped by the far more homogeneous experiences and values of those settings. Many, if not most, of the members of the Penn community are unaccustomed to the diversity of University life. Yet in committing itself to the promotion of diversity, Penn, like most other institutions, assumed through much of the 60s, 70s and 80s that good intentions would resolve, if not obviate, emerging conflicts; that the values of intellectual and cultural tolerance associated with academic life would prevail. It is hardly surprising that many individuals, overwhelmed and often threatened by the scale and unfamiliarity of campus society, have retreated to groups that reproduce their own backgrounds or special interests. Left to find community on their own, students, faculty and staff have often coped by creating their own islands of psychological safety and, more often than not, homogeneity. Thus, rather than genuinely diverse community life, Penn's tends more towards a fragmentation and separation that does little to mitigate the sense of unfamiliarity, insecurity and, often, marginality that many of its members feel.

A commitment to recruiting diverse students, faculty and staff is therefore just a beginning; the University, and each of its faculty, staff and student citizens, must be actively committed to building community, establishing situations and occasions for celebrating diversity by making it central to all aspects of campus life, and negotiating the difficulties that will inevitably arise from this, the greatest of Penn's educational endeavors: the effort to create and maintain a genuinely heterogeneous community of justice, equality and creativity. Our committee was much impressed by the way a Brown University report on minority life framed this distinction, arguing that the concept of *diversity* "... in which individuals from various groups are merely present" is significantly different from *pluralism*, in which individuals and groups maintain their separate identities, yet come together in a community enriched by both its members' differences and their similarities. We should not be surprised that building pluralism is not easy; in its difficulty lies its very importance.

A university commitment to social and cultural pluralism arises naturally from long cherished intellectual values that have traditionally placed the encouragement of pluralistic thought at the center of higher education's pursuit of knowledge. What has come to be known as "academic freedom" has for decades been vigorously advanced by university citizens of widely varied political allegiances and has become institutionalized through such structures as tenure and other university protections for open expression. Yet the increasing social diversity of American campuses, a phenomenon that is in one sense the inevitable counterpart of universities' commitment to intellectual tolerance and pluralism, has ironically been accompanied by growing challenges to freedom of speech and expression on campus.

Our committee regards these issues of intellectual, social and cultural pluralism as inseparable. The University must work to ensure the right of individuals to express their intellectual, ideological, racial, cultural, sexual differences, for it is this variety of experience that will provide the foundation for the richest possible educational environment for all members of the campus community. But we must recognize that individuals' need for a sense of familiarity and safety within this complicated and often conflictual social and intellectual world often militates against the nurturance of the understanding necessary for a genuine celebration of either intellectual or cultural pluralism. In defending or asserting their own particular identities or choices, individuals may all too easily overlook their responsibilities as members of the larger, shared community that serves as the ultimate defender of our differences. In emphasizing what we do share, as well as how our differences enrich the texture of our common experience; in continually articulating the standards of civility fundamental to daily life, the University's faculty, student and administrative leadership must provide the campus at large with a realistic understanding of its problems as well as a vision of its extraordinary possibilities for encouraging intellectual and personal growth.

What We Share: Our Commitment to Learning

Penn's identity as an institution and as a community is founded in its commitment to the discovery and dissemination of knowledge. How we structure the learning and teaching process and how we define its contents are central to the ways we define the University community. The powers of decision in regard to many of these matters rest with clearly designated parts of the University. The Faculty, for example, has entire authority over the curriculum. We nevertheless believe that our committee must comment upon the significance of the existing curriculum for the issues of community life with which we are concerned, even though we recognize that some of us are from constituencies that have no direct power to act in these matters.

In recent years, significant changes have been made in the curriculum, with the institutionalization of African American and Women's Studies Programs, as well as with the introduction of dozens of individual new courses relating to the issues of pluralism with which we are concerned. Nevertheless, these courses in many instances seem to remain mere appendages to a curriculum still focused on the achievements of white men of European origins. We would request that each Faculty within the University study its curriculum, asking if it is consistent with the principles of pluralism, and if not, how it might be brought closer to such an ideal. We urge consideration of how existing courses might be

broadened, as well as identification of new courses that should be introduced. Such curricular questions might well be included in charges given to outside teams evaluating University Departments and Schools. The Provost should support efforts for change, and resulting needs for additional faculty training, with a program of incentives and support.

How we learn and teach at Penn seems to the Committee as significant as the issue of *what*. It is our impression that the growing significance of Penn as a research institution in the years since World War II and the growing importance and availability of extra-institutional grants and other research funding has worked to remove faculty attention, and in many cases, their actual bodies, from the classroom. Many faculty are teaching less, and attributing less importance to teaching as an avenue to achievement in increasingly pressured professional lives. Rewards for research and publication are legitimate and important; but they should be balanced by greater rewards for commitment to teaching and collegiality. We recognize the many efforts, from teaching awards to the requirement that student evaluation forms be submitted to tenure committees, that the University is making to combat these pressures. Nevertheless, we feel that while the impact of these trends on the intellectual experience of students has been noted, their effect upon levels of faculty-student interaction, and thus on community life has perhaps been insufficiently acknowledged. We are likewise concerned with the proportion of the undergraduate experience that is spent in large lecture courses, which often encourage feelings of social as well as intellectual fragmentation, alienation and marginality in students. Part of building shared community must necessarily take place within classrooms. Faculty-student ties are outgrowths of these curricular interactions, and thus any plan for encouraging enhanced faculty-student interaction must begin by working to put them in closer contact within the classroom. We enthusiastically support the multiple efforts being made by undergraduate schools to ensure that this interaction begins in the freshman year, through advising and freshman seminars, for this is when the quality of a student's interaction with the University community is shaped.

How and *what* we learn is inevitably shaped by *who* teaches us. The composition of the faculty is perhaps the most egregious lag in Penn's evolution towards pluralism. A recent report by the Senate Committee on the Faculty identified a number of University Departments that have signally failed to hire women in proportion to their presence within recruitment pools during the past decade. While some schools and departments have made commendable progress in increasing the numbers of African American faculty, the percentage across the University remains minute. Asian Americans are poorly represented outside certain subject areas, such as economics and the sciences. The diversity of the student body is not paralleled in the faculty or the administration. Heretofore, it has been largely the Provost's office that has monitored the progress of the faculties toward diversity. We urge the faculties themselves to take a more active role in pressuring their colleagues, especially in notoriously recalcitrant departments. The Senate Committee on the Faculty should be charged yearly to examine diversity within the separate faculties and to report to the Schools and the University at large their findings and recommendations. The Provost should develop and implement a program to fund distinguished visiting faculty with grounding in other cultures. In the case of African American faculty, the situation is made particularly acute by a nationwide shortage of black Ph.D.s. We urge that in the short run, the University endeavor to establish exchange programs with traditionally black colleges to attract visitors who may benefit from Penn's strengths in their fields and the same time provide us with needed perspectives on our own research and teaching. In terms of the more distant future, the University should direct enhanced efforts into increasing the pool of qualified minority faculty by recruiting minority graduate students, with an eye to the possibility of retaining them as post doctoral fellows and faculty members at Penn. Fontaine Fellowships in the School of Arts and Sciences are inadequately funded; and resources need to be allocated as well for travel and other expenses involved in recruiting outstanding minority candidates.

We were troubled, as a Committee, to discover that the sense of community at Penn is also affected by *who* is permitted to learn. Penn must be able to define itself as a community by providing access to knowledge to all its members. Penn staff, particularly A-3s, feel they are often denied this opportunity by supervisors unwilling to countenance rearrangement of schedules to accommodate class times or exams. Such policies significantly erode the sense of identification with the University community among staff and contribute to the sense of many employees that they are "second-class citizens." (see further discussion of this below) It is our belief that a commitment to learning should be shared by all members of the Penn community and that access to this learning should be guaranteed by University personnel procedures.

What We Share:

The Problems and Symbols of Physical Spaces

In embracing the rhetoric and the policies designed to implement the values of diversity, the University in the 1960s inaugurated a process of self-transformation that is still incomplete. Many of the uncertainties of university life arise from the persistence of older ways in newer times, from the transitional nature of much of campus experience. The rhetoric of civility and cooperation that issues from the University administration often seems at odds with other campus realities, realities fundamental to what all of us share in our day to day lives at Penn. Built over more than a century, Penn's physical spaces provide some serious impediments to the enhancement of community life we seek. While we recognize that we cannot start entirely anew in this area, nevertheless, it is important to acknowledge the symbolic and interactional significance of these spaces. In a University of individuals often fragmented by their differing interests and commitments, physical space is a central dimension of what is shared. Spaces make statements as eloquent as any emanating from administrators in College Hall. The current arrangement of the campus, with white male fraternities lining its central artery, Locust Walk, is more appropriate to Penn of the 1950s than to what Penn hopes to be in the 1990s. Again and again the issue of Locust Walk was voiced to us by concerned students, staff and faculty who saw it as a site of racial and sexual exclusivity, and, too often, verbal and physical harassment. We are pleased, as a Committee, that the concerns we expressed in interim reports of Committee progress have already influenced action to diversify the Walk. In our deliberations, we have discussed a number of possible models for its transformation. One student especially impressed several Committee members with her suggestion that the University install in one of the buildings of the Walk a model undergraduate house, diverse in both race and sex. Other Committee members noted that when the Bookstore vacates its current building to move to the Campus Center, the University confronts an opportunity to use that site for a building physically designed for such a model living space. As a whole, however, the Committee determined not to specify a plan for the future of the Walk, but to leave its fate to the results of future campus discussion and planning and the determinations of the Locust Walk Committee appointed to serve during the next academic year.

Penn's living spaces for undergraduates are generally not as conducive as we would wish to the community building that is essential to Penn's creative negotiation of diversity. In the 1960s and 1970s Penn built a number of dormitories ill-suited to the creation of community through residential living. Hill House represents an impressive example of mind over matter, of the establishment of a viable intellectual and social community in spite of its large-scale setting. Other College Houses have worked in parts of the Quad, in the Low Rises, even on floors of the High Rises. In its commitment to faculty/student interaction and to caring community, the College House Program represents an important achievement, as does the more recent Freshman House program. We would urge that future physical planning for Penn be done with an eye to providing spaces that facilitate rather than impede such endeavors, and that, in particular, the space where the bookstore currently stands and the site of the parking lot at 34th and Chestnut be considered as possible locations for buildings designed explicitly for the purpose of joint faculty/student/staff learning-living.

The quality of Penn's physical space also plays a role in inhibiting faculty-student interaction. There are insufficient numbers of classrooms appropriate to seminar classes, and students often find themselves in spaces that are relics of a bygone era—with desks fixed to the floor and faculty on raised platforms, suggesting that students should not look at one another or move from their seats, while faculty should not lower themselves to student level. Good teaching, faculty accessibility, and free interchange have to take place in spite of these physical environments.

The physical spaces of Penn affect all our perceptions of each other, and of our community, in ways we may not even consciously recognize. An effort to make Penn's buildings and landscapes embody our articulated principles of pluralistic community seems of great importance, even though we fully recognize that the University must operate within constraints provided by existing structures and resources.

How We Interact

I. Students Together

A significant number of students at Penn do not view the campus as pluralistic, as a place where their differences or race, gender, nationality, religion or sexual orientation are affirmed or even respected. Every section of this report is in some sense directed to transforming the forces

continued past insert

creating such a perception. In diversity awareness training, in a variety of College and Freshman House Programs, in numerous efforts at sites all over campus, members of the Penn community are working to the same end. We cannot possibly mention or commend by name each of these efforts, nor can we ourselves propose a systematic and complete program to ensure the successful establishment of pluralistic perspectives among Penn students. Nevertheless, we would like to note a few issues that seemed to us of significance in our discussions with a wide variety of Penn citizens.

Despite the similarities of their concerns, there was little evidence that the diverse subgroups on campus were reaching out to one another for support or for educating others to their unique cultures, outlooks and experiences. Most groups did indicate that such interactions were desirable, and they could point to the positive effects of the few programs that bring the various groups together, e.g. the STAAR (Students Together Against Acquaintance Rape) program. However, they reported that their resources were currently being consumed in the interest of supporting one another. Student groups of all persuasions must begin to reach out to others. However, none of the groups we interviewed felt that it had the resources to develop the programs that might enhance interaction. We would like to see the establishment of a joint committee of these student organizations to explore the possibilities for interaction and the kinds of resources that might be useful in supporting it. We propose that the Vice Provost for University Life offer special incentives to encourage joint programs among minority groups and cultural programs developed by such groups that would be open to, and effectively publicized to, the general University community. In addition, the office of the Vice Provost for University Life should evaluate each of its student support services to determine the extent to which each promotes interaction among the various student constituencies. A Council Committee on Pluralism should be established to gather data on problems arising among the various constituencies in the student body and to advise the VPUL on ways of promoting pluralism within the student body.

The Greenfield Intercultural Center has a key role to play in the development of pluralism on campus, for it has the mandate to focus on the interaction among various groups. It must also be given the resources to do this job. Our Committee would advise a re-examination of the potential of the Center with an eye to a significant increase in its budget and program. The Director of the Center should be an ex-officio member of the Council Committee proposed above and should be guided by the advice of that Committee. In addition, the Center Director should report to the University Council on an annual basis about the Center's progress in promoting interaction among the student groups on campus.

The question of how best to promote pluralism through living arrangements should be more vigorously pursued. Other campuses across the country are using research strategies to examine the efficacy of different living arrangements in promoting interaction and tolerance among students representing varying religious, ethnic, racial and sexual orientation groups. We recommend that the Provost enlist the support of social scientists on campus in designing and undertaking such research at Penn. Funding for this work might best be supplied through a special set-aside within the Research Foundation budget.

The issue of fraternities is central to any discussion of the quality of campus life. We recognize and commend the effort of many fraternity members to set an example of civility and good citizenship and to contribute to programs like STAAR and COLORS that work to create a genuine pluralism on campus. Nevertheless, we found in our discussions with members of the Penn community ranging from students of majority as well as minority identities, to even officers of the campus police, that fraternity members are associated with continuing acts of incivility and insensitivity to women and minority groups. Fraternities are widely viewed as a significant obstacle to the growth of pluralistic attitudes on campus. We heard considerable sentiment for abolishing the Greek system entirely, but we recommend instead a focus for the time being on the issue of the fraternity presence on Locust Walk. We would urge the President's Committee on the Walk to recognize the strong sentiment we heard in the course of our deliberations for the relocation of the fraternities away from the center of campus.

II. Students and Faculty

When students of the 1960s demanded that universities abandon their commitment to serving *in loco parentis*, a considerable degree of faculty presence—perhaps intrusion—in student lives disappeared. We are now beginning to recognize some of the disadvantages that have accompanied the evolution of a largely autonomous student culture. Offices across the Penn campus have been working for nearly two decades to define a new pattern for faculty involvement in student life. We cannot begin to list the many and commendable programs that already exist, ranging from the College and Freshman House systems to innovative advising pro-

grams, to hospitality funds to support faculty entertaining students, to Take-Your-Professor-to-Lunch Week. We would, as we have above, direct University attention to the way the curriculum works to enhance or diminish the intellectual focus of faculty-student interaction. We would in addition note the considerable number of faculty with whom we spoke who seemed eager to be involved in extra-curricular student activities. One member of our committee in the course of our deliberations in fact, established a program whereby individual faculty would become associated with particular athletic teams. Some sororities also are often eager for ongoing relationships with particular faculty members, who serve as advisors. We would urge further exploration of the potential for such forms of faculty-student interchange. It is important, we believe, to recognize that the institutionalization of joint faculty-student planning for both academic and community life would lead groups that often define themselves as separate "interests" to think of themselves in a more corporate manner and to focus on their intersections as well as their differences.

In our discussions with the Senate Executive Committee the issue of Faculty Housing on or near campus was raised. The breadth of interest in such housing and its financial feasibility should be investigated again by the Real Estate office.

III. Staff: Teachers and Learners Too

Although a number of universities have chartered committees to deal with student life and issues of faculty-student interaction, few have addressed the role of staff within campus communities. Our discussions with staff have led us to conclude that incivility takes on some of its most extreme forms at Penn in mistreatment of staff by both students and faculty. Both A-1 and A-3 staff were eloquent in expressing their sense that they often felt like second class citizens at Penn, that their contributions to campus life were systematically ignored, and that sanctions for abusive behavior to staff either were inadequate or inadequately enforced. While students did not escape censure entirely, the most frequent villains in these complaints were tenured faculty, who are seen by many staff as untouchable, removed from any sort of accountability for their behavior towards employees. We were frankly appalled by some of the stories we heard, particularly from A-3s. There has in fact been an upsurge in complaints of harassment, and we would urge a study of personnel policies in regard to this apparent explosion of insensitivity. There should be sanctions for such behavior; complainants should not simply be rotated to new job locations, while the harasser is assigned no responsibility for his/her conduct. An examination of existing policies should also address the vulnerability staff feel in lodging complaints. Better publicity about procedures for responding to harassment or abuse would be one part of making a complaint seem routine and acceptable, rather than a risky act.

The mistreatment of staff is closely related in our view to the larger issue of the University's failure genuinely to consider staff a central part of the University community. As one employee expressed it to us, "it's not just that you're not their equal, but as if you weren't even visible." Penn must combat staff invisibility, by, for example, making clear to University citizens studying and teaching in particular physical locations that it is staff who keep these areas livable. Some departments and College Houses have undertaken to introduce custodial personnel to students and faculty and to include them in holiday and other festivities. An event during New Student Week—perhaps organized as a Locust Walk Fair—that introduced the various offices—Physical Plant, Buildings and Grounds, etc.—and their responsibilities would impress upon us all the many ways in which we are benefiting from the services of this portion of the campus community.

Civility and sensitivity extend far beyond the symbolic affirmation expressed in good manners, however, and in the area of staff relations these substantive issues are, of course, fundamental. The attitudes of staff towards the University, and thus towards its various citizens, will above all be shaped by more objective realities of salary and other benefits, issues that are well beyond the purview of this Committee. Nevertheless, efforts to make staff feel empowered to express their own importance and to believe that they are valued by the University community can contribute to a richer campus life for us all. Staff, as we have said above, should, like all other Penn citizens, be considered part of an educational enterprise, and be guaranteed access to the educational riches that define University life. Many staff may also appropriately serve as teachers. There are, for example, a number of African American graduates of Penn now serving in staff positions. Their experiences and skills might well be used in a mentoring program for current undergraduates. An expanded role for a wider variety of staff as residents within the College House programs should also be investigated. We would recommend the creation of a joint staff, student, faculty committee to explore the notion of staff as teachers and learners in the Penn community, specify-

ing the variety of ways in which this definition of staff role might be implemented and enhanced.

A-1 and A-3 staff alike, moreover, should be allocated a significant voice in defining the quality of their interaction with faculty and students by being included in committees examining personnel policies dealing with issues of employee harassment and in Judicial Inquiry Office cases involving incivil behavior by students.

A Community within a Larger Community

The University of Pennsylvania is a privileged institution within American society. It is supported in large measure through public subsidies provided both by outright grants and by tax free status; it benefits as well from the gifts of many private individuals who believe that the University contributes in significant ways to the quality of American life. These privileges entail responsibilities and define the University as an institution with a mission of service, not just to its own citizens but to the Philadelphia community in which it is located as well as to a wider world. In an era in which tuition payments are so high and in which faculty salaries have slipped in comparison to salaries of other workers with equivalent levels of education, the objective forces encouraging a sense of entitlement rather than an ethic of service are considerable. University policies and rhetoric must endeavor to counteract such perceptions and tendencies, by insisting upon the larger responsibilities of the University and by publicizing the many ways its citizens are struggling to meet them.

Our committee was struck in its interviews with members of the Penn community by the numbers of ways in which Penn reaches out to its surrounding neighborhood and, at the same time, by how little publicity or coordination many of these activities receive. A number of University groups doing work in West Philadelphia, for example, were entirely unaware of closely related efforts by other campus organizations. The President has recently established a position for an individual to interconnect these various initiatives. We believe that such leadership is essential, both to the effectiveness of the programs themselves, and to the enhancement of the University community's understanding of the nature and dimension of Penn's involvement with its immediate neighborhood.

Penn's responsibilities beyond its own borders are most easily defined when they can be related to its teaching and learning mission. Careful management of University real estate decisions regarding the surrounding area can contribute to the enrichment of University life by providing living, working and recreational sites where faculty, students and staff will want to interact. We were impressed by the qualitative considerations that influence many decisions made by the Real Estate office, but would recommend a more systematized and proactive institutionalization of such decision making, as well as a more explicit statement of the goals that guide Real Estate actions. Regularized communication between the Real Estate office and University citizens might well enhance both University understanding of Real Estate policies and Real Estate understanding of perceived community needs.

Continuation and expansion of the use of University resources to encourage faculty and staff to live close to the University will benefit both Penn and the surrounding area. Imaginative efforts to promote student/faculty/staff residences close to campus would also work to extend the University community beyond classroom, lab and library. The recently announced partnership with the Pennsylvania Housing Finance Agency to provide below-market rate mortgages for University employees represents one such effort.

The University and the community can also profit from continuing and expanded University involvement in encouraging the vitality and diversity of the West Philadelphia business community. The University should strive to complement and not compete with area merchants and to use its resources selectively to encourage the growth of those enterprises that support the particular needs of an academic community, such as new and used bookstores and meeting/eating establishments. Both the University and local communities benefit from such vitality.

The involvement of students and faculty in learning opportunities and programs in West Philadelphia and in the city more generally seem to us an avenue of University-community relations well suited to both University goals and community needs. The WEPIEC Program emerged directly from a Penn History course and has become a public service effort intrinsically tied to teaching and research. Wharton's new West Philadelphia Enterprise Center represents another such undertaking. University support for these programs and others like them seemed to the Committee most desirable.

Because learning also takes place outside the classroom, the University appropriately supplies support for extra-curricular involvement, particularly by students, in community life. The restructuring of Penn Extension and the increased commitment of University resources are excellent examples of Penn's growing recognition that the effectiveness

of such programs depends not just on the volunteers, but on the environment of training and support in which they operate. The University has wisely affirmed in its recent actions its assumption of considerable responsibility for maintaining this environment.

Our interviews with University citizens revealed a wide range of members of the Penn community involved in an extraordinary number of community service activities—ranging from those closely tied to classroom work to the contribution by employees of Buildings and Grounds of their skills to West Philadelphia residents in need of home improvement services. These efforts seem to us potential situations for joint faculty/student/staff efforts, and thus undertakings with considerable potential for enhancing interaction among University groups, as well as between University groups and the larger community. We would urge the Center for Community Involvement, as well as individual volunteer programs throughout the University, to consider these internal University goals as they design programs and services.

Our Committee found that Penn citizens are increasingly concerned about issues of security in their consideration of the University's relationship to the city in which it is located. These concerns included both direct anxiety about vulnerability to crime both on-campus and off, and a widely expressed fear that security issues would so distort Penn's perceptions of its surroundings as to foster isolation and hostility. The University must do all it can to ensure the physical safety of its citizens, both in University-owned spaces and in the community immediately surrounding the campus. We applaud Penn's efforts in promoting safety, including increased security staff, aid to the Philadelphia Police off campus, escort services, improved lighting, security education programs and so forth. But the University also must work to combat the second consequence of the growing sense of vulnerability to crime. Now, more than ever, Penn must work to keep campus/community boundaries permeable, for Penn and West Philadelphia are interdependent, and cannot be separated or isolated from one another.

In all these programs of community outreach and involvement, Penn must carefully consider the desires and interests of community residents. It was our sense that joint planning and action are indeed central to most of the University's actions, as is indicated by the very name of the West Philadelphia Partnership. Such principles must be continually reaffirmed as faculty, staff and students design new educational or service efforts in the years to come.

Towards a University for the Twenty-First Century

As Penn enters a new decade, it finds itself an institution in transition. Its commitment to opening its community to individuals of much more varied backgrounds, identities and ideologies has both enriched and disrupted its community life. Not surprisingly, its adjustment to these new realities is as yet incomplete, and the tensions accompanying the changes troubling to us all. In our view, the way most rapidly and effectively to diminish these tensions is to acknowledge and embrace the fullest implications of the diversity we have introduced into Penn life, to make that diversity central to our self-definition both socially and intellectually through the adoption of the model of pluralism as our directing principle. To live peaceably and sensitively together, to realize most fully our scholarly goals, we must feel as equal partners in the living/learning enterprise of University life. When diversity moves from the margins to the center, then we may begin to create pluralism. In the building of genuine pluralism, we see the task for the nineties.

President's Committee on University Life

Drew Faust, Annenberg Professor of History, Chair
Jere Behrman, William R. Kenan Professor of Economics
Jeremy Brochin, Director, Hillel Foundation
Rosalind Carter, Adm. Assistant, Wharton Communication Program
Doris Cochran-Fikes, Director, Alumni Relations
Renee Fox, Annenberg Professor of Sociology
James Gray, Library Service Assistant, Annenberg School
Larry Gross, Professor of Communications
Pam Inglesby, Graduate student, Annenberg School
Barbara Lowery, Professor of Nursing
Robert Lucid, Professor of English, Master, Hill College House
Charles McMahon, Professor of Materials Science and Engineering
Michael Neiditch, Alumnus, College, '68
John C. Parker, Graduate student, School of Arts and Sciences
William Powlis, Assistant Professor of Radiation Oncology
Penny Rubincam, Alumna, Wharton, '60
Samuel Thomas, College, '91
Robert Tintner, College, '89
Kim Morrison, Vice Provost for University Life, ex-officio
Nicholas Constan, Assistant to the President, Staff

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ority members—and if they are, they only mimic majority stereotypes; why integrate yourself into a burning building?, as James Baldwin always pointed out. Greek houses are full-time living arrangements, not clubs that meet occasionally. Undergraduate life should broaden, not limit, a student's horizons, and should introduce him/her to the widest variety of people, ideas and cultures.

I am a faculty brat; I have a bachelor's and master's degree and some credits toward a Ph.D. from various institutions of higher learning. I have worked for such institutions or businesses leased from them most of my adult life. I feel qualified to judge the effects of the Greek system on campus life; I have never seen this to be positive.

Fraternities and sororities are like religious habits, by now meaningless relics of a past age—a brutish and ignorant time (even the late 19th century of the early fraternity system), constricted by violence and injustice, rent by prejudice. I know that is not what we want for our or any other campus in these equally trying times.

The Greek system has been a vehicle of oppression in U.S. campus life for over 100 years. I urge all University community members of goodwill and especially those truly interested in "diversification" of Penn to join together and evict all fraternities and sororities from the University permanently. Such a course of action will place Penn decisively in the forefront of progressive social and educational practice, and demonstrate unequivocally our support of civilized values.

At this point, a chorus of well-meaning critics will tell me that this is impossible. The power of the Greek alumni and the administration and trustees (many of them Greeks themselves) is too great, they will say. But I think this is only an excuse for inaction. Times have changed; the "younger guard" of alumni is more enlightened; fewer of them every year are Greeks; and all of them are more open-minded than their predecessors; they will carry this outlook with them into "old guardism"; it is the obligation of all desirous of supporting progressive change to encourage and accelerate this development where possible; I think we have a good chance to remove the Greek system from campus today.

I am reminded here of a story (possibly apocryphal, certainly illustrative) concerning a Faculty Senate meeting of perhaps two decades ago. The Senate, in the last five minutes of the last meeting of the academic year, voted to abolish the "gym class" requirement for undergraduates. The chairman of the athletic department, pale and shaken, seeing his department destroyed in one vote, staggered to the podium. "Gentlemen," he implored.

(Women faculty, scarce now, were far fewer then.) "I beg of you. Don't be hasty; think about what you are doing, please." Whereupon another faculty member, now a distinguished emeritus, rose and said something like: "Don't know about you chaps; I've been thinking about this good and hard for the past 25 years."

I know from numerous conversations over the years on this campus that many in our community have thought seriously about removing fraternities and sororities from Penn. Now is the time for such action. Let us all make this a more open, really diversified community, hospitable to all—faculty, students, administration, and staff—where everyone can grow and learn in an atmosphere of free and equal exchange.

—Frances G. Hoenigswald
Invoice Clerk, Biddle Law Library

Ed. Note: No one fraternity or group was targeted for a response to the letter above, but views on either side of the questions raised will be welcome.—K.C.G.

More on 'Oriental' vs. 'Asian'

We are responding to the [Speaking Out letter] entitled "Ex Oriente Lux" (*Almanac* 5/22) by Professors Victor Mair and Peter Gaeffke, who oppose a proposal to change the name of Penn's Oriental Studies Department to the Department of Asian and North African Studies. In their letter, Professors Mair and Gaeffke justify the use of the term "oriental" in the title of Penn's Oriental Studies Department. The professors spend a good deal of their article arguing that the use of the term oriental is acceptable because oriental (derived from the Latin *oriens*—"rising," sc. of the sun) is "essentially the same as the meaning of Nippon or Nihon (i.e. Japan) 'root/origin or the sun' " and "yatza (cf. also Hebrew 'went out; rose' of the sun)." Furthermore, the letter by Professors Mair and Gaeffke also makes the claim that their department does not "study African cultures."

Unfortunately, Professors Mair and Gaeffke have missed the point. The whole issue at hand is not what is semantically correct from a Eurocentric perspective of the world, but rather the issue is simply the right of peoples to properly identify themselves. Under the logic of Professors Mair and Gaeffke, it would be perfectly acceptable to continue to call African-Americans "Negroes" because negro (derived from the Spanish *negro*—"black" and incorporated into English in the mid-1600's) is semantically correct. Maybe for another past generation, the use of negro was correct among professors such as Mr. Mair and Mr. Gaeffke. But today is 1990. The present use of negro (as Professors Mair and Gaeffke would, we hope, agree) is disrespectful. There is no "Negro Studies" department at Penn; there is an Afro-American Department. Likewise, the term "oriental" is also

insensitive. The danger of the use of "oriental" is that the incorrect categorization of Asians as "orientals" (with all of the negative historical connotations connected with this Eurocentric term) inevitably follows. Like the term "negro" for an African-American, the term "oriental" is outdated.

Secondly, Professors Mair and Gaeffke make the claim that their department does "not study African cultures." Unfortunately, they are simply incorrect on this point. Recently, we opened Penn's *Undergraduate Academic Bulletin and Course Description Book* for 1989-1991. After a quick glance, we noticed that Penn offered a dozen courses on Egypt ranging from a "History of Egypt" (M466) to the "Religion of Ancient Egypt" (L468) to "Egyptian Artifacts" (L565). We don't know about Professors Mair and Gaeffke, but the last time we looked at a National Geographic map, Egypt was an integral part of the continent of Africa. Since when did Egypt separate from Africa? By not considering Egypt as part of the continent of Africa, Professors Mair and Gaeffke are depriving Africa of its rich history.

Times are changing. Penn is the only university in the Ivy League to have an "Oriental Studies" department; the other seven Ivy institutions use the term "Asian" to describe their departments involved in Asian and North African studies. In their letter of 5/22, we were labelled as "outsiders...obviously unaware" of the term "oriental." Perhaps of Professors Mair and Gaeffke were to consult with their fellow colleagues at other peer institutions, they would undoubtedly see who are the real "outsiders" in America's academic community.

We are not asking for much, simply for the right of peoples to properly identify themselves. It is time for a Department of Asian and North African Studies here at Penn.
—Sean W. Lew, COL '91
—Hue Tran, COL '92

More and More on Parking Jam

Three Solutions to the exiting traffic jam at the garage:

1. Enforce the parking restriction in the bus stop area on 34th Street — there are always three cars blocking the right lane.
2. New Lines painted on 34th Street — clearly showing three lanes, the left being for left turn only.
3. All drivers should understand the left-turn-on-red rule *... it is legal to make a left from a one-way street onto a one-way street." If every driver exiting the garage who wished to head down Chestnut chose the left exit and then the turn left only lane, traffic would move more quickly.

—Denis Spizuoco, Director
Northeast Region, Campaign for Penn

* which applies if there is no sign prohibiting it according to Lt. Joseph Weaver of the University Police.—Ed.

Speaking Out welcomes reader contributions. Short, timely letters on University issues can be accepted Thursday noon for the following Tuesday's issue, subject to right-of-reply guidelines. Advance notice of intention to submit is appreciated.

Lindback Awards for Distinguished Teaching, 1990-1991

Nominations are once again being solicited for the Lindback Awards presented annually to eight members of the University of Pennsylvania faculty in recognition of their distinguished contributions to teaching. They are open to teachers of undergraduates and graduate students in both the professional schools and the arts and sciences.

Non-Health Areas

For Lindback Awards in the non-health areas a separate Committee on Distinguished Teaching, appointed by the Vice Provost for University Life on behalf of the Provost, is charged with presenting the Provost's Staff Conference with eight candidates from which the four non-health area winners are chosen.

The Committee is drawn from the non-health schools and is composed of five Lindback Award recipients, three graduate and professional students, and two undergraduates. The Chairperson is one of the faculty members and is appointed by the Vice Provost.

Nominations should be submitted to the Committee on Distinguished Teaching, 200 Houston Hall/6306, to the attention of Terry Conn. They should be in the form of a letter, citing those qualities that make the nominee an outstanding teacher. It is particularly important to include the nominee's full name, department and rank; how you know the nominee; and your name, address and phone number. Additional supporting evidence, in the form of statistical surveys, curricula vitae, lists of courses taught, etc., will also be helpful to the Committee in its selection process. *Nominations open Monday, October 22, and will close on Friday, November 30.*

Health Areas

For Lindback Awards in health areas, an internal nominating process is carried out in each school, using procedures developed in that school. The respective school committees shall submit their nominations to the Vice Provost for University Life in February. These will be reviewed by a Committee on Distinguished Teaching in the Health Areas, appointed by the Provost on the recommendations of the Deans, who will then develop a rank-ordered list of the candidates for submission to the Provost's Staff Conference. The dossiers of those nominated must

include a current curriculum vitae, teaching evaluations with instruction for interpreting them; letters of comments and/or support from students, faculty colleagues, deans, directors or department chairs.

Provost Awards, 1990-1991

The Provost Awards are presented annually to recognize distinguished teaching by full-time associated faculty or full-time academic support staff. One award will be given in the health schools and one in the non-health schools.

The Lindback Committee on Distinguished Teaching from the health and non-health areas also will evaluate nominations for these two awards. The Committee will present the Provost's Staff Conference with two final candidates in ranked order. From these, two winners will be chosen, one from each area.

The criteria for selection of Provost Award recipients are the same as those used in selection on Lindback Awardees.

With these criteria in mind, the Committee on Distinguished Teaching now welcomes nominations for these awards from schools or departments, individual students, student groups, faculty members or alumni. Nominations should be submitted to the Committee on Distinguished Teaching, 200 Houston Hall/6306, to the attention of Terry Conn. The nomination should be in the form of a letter, citing those qualities that make the nominee an outstanding teacher. It is particularly important to include the nominee's full name, department, and rank; how you know the nominee, and your name, address and telephone number. Additional supporting evidence, in the form of statistical surveys, curriculum vitae, lists of courses taught, etc., will also be helpful to the committee in its selection process.

Nominations will open Monday, October 22 and will close Friday, November 30.

Criteria and Guidelines for Lindback Awards

1. The Lindback Awards are given in recognition of distinguished teaching. "Distinguished" teaching is teaching that is intellectually demanding, unusually coherent, and permanent in its effect. The distinguished teacher has the capability of changing the way in which students view the subject they are studying. The distinguished teacher provides the basis for students to look with critical and informed perception at the fundamentals of a discipline, and he/she relates this discipline to other disciplines and to the world view of the student. The distinguished teacher is accessible to students and open to new ideas, but also expresses his/her own views with articulate conviction and is willing to lead students, with a combination of clarity and challenge, to an informed understanding of an academic field. The distinguished teacher is fair, free from prejudice, and single-minded in the pursuit of truth.

2. Distinguished teaching means different things in different fields. While the distinguished teacher should be versatile, as much at home in large groups as in small, and in beginning classes as in advanced, he or she may have skills of special importance to his/her area of specialization. Skillful direction of dissertation students, effective supervision of student researchers, ability to organize a large course of many sections, skill in leading seminars, special talent with large classes, ability to handle discussions or to structure lectures—these are all relevant attributes, although it is unlikely that anyone will excel in all of them.

3. Distinguished teaching is recognized and recorded in many ways; evaluation must also take several forms. It is not enough to look solely at letters of recommendation from students. It is not enough to consider "objective" evaluations of particular classes in tabulated form; a faculty member's influence extends beyond the classroom and beyond individual classes. Nor is it enough to look only at a candidate's most recent semester or at opinions expressed immediately after a course is over; the influence of the best teachers lasts while that of others may be great at

first but lessen over time. It is not enough merely to gauge student adulation, for its basis is superficial; but neither should such feelings be discounted as unworthy of investigation. Rather, all of these factors and more, should enter into the identification and assessment of distinguished teaching.

4. The Lindback Awards have a symbolic importance that transcends the recognition of individual merit. They should be used to advance effective teaching by serving as reminders to as wide a spectrum of the University community as possible of the expectations of the University for the quality of its mission.

5. Distinguished teaching occurs in all parts of the University and therefore faculty members from all schools are eligible for consideration. An excellent teacher who does not receive an award in a given year may be re-nominated in some future year and receive the award then.

6. The Lindback Awards may be awarded to faculty members who have many years of service remaining, or they may recognize many years of distinguished service already expended. *No faculty member may be considered for the Lindback Award in a year in which the member is considered for tenure. All nominees should be members of the standing faculty.* The teaching activities for which the awards are granted must be components of the degree programs of the University of Pennsylvania.

7. The awards should recognize excellence in either undergraduate or graduate/professional teaching or both.

8. The recipient of a Lindback Award should be a teacher/scholar. While a long bibliography is not necessarily the mark of a fine mind, nor the lack of one a sign of mediocrity, it is legitimate to look for an active relationship between a candidate's teaching and the current state of scholarship in his/her field.

The University Council's first fall meeting, held October 10, will be summarized next week by the Council Secretary. Below are two texts presented at the meeting.

GAPSA Resolution on the Locust Walk Committee

Following is the text of a resolution adopted October 4 by the Graduate and Professional Students Assembly and presented at Council October 10.

As graduate and professional students, we like other groups within the larger Penn community, are troubled by the current lack of diversity among residents of Locust Walk, and by the effect that this has on all of us who use the Walk on a daily basis. We therefore welcome the recent establishment of a Locust Walk Committee to examine the physical, social and psychological character of the space.

Yet we find unacceptable Dr. Sheldon Hackney's representation to the committee that fraternities currently housed on Locust Walk should not be displaced in any diversification plan. By attempting to remove this issue from the committee's deliberations, he has severely limited that committee's ability to function productively. A large segment of the University community feels that fraternities are problematic, and a school-wide forum to discuss these problems must exist.

Further, we are disturbed by the composition of the committee--four administrators, seven faculty members, and six undergraduates are presently complemented by a single graduate student. Five of these members are representatives of the Greek system. Should this committee ever come to a vote, graduate and professional student interests could never be fairly represented.

Therefore be it resolved:

We ask President Sheldon Hackney to grant the committee free reign to discuss and recommend on whatever matters it finds appropriate, and specifically on the displacement or restructuring of fraternities on campus.

We ask the Locust Walk Committee to fully consider the matter of fraternity presence despite its limiting charge.

We ask Sheldon Hackney to add two graduate-professional student committee members, to be chosen by GAPSA, so that the spectrum of our views can be fairly represented. We will then appoint one professional student and one international student to the committee.

The following proposed amendments to Council Bylaws were presented, as a preliminary to action at the November meeting:

Proposed Bylaw Amendment: Presiding Officer of Council

[Reference is to the Bylaws as available for inspection at the Office of the Secretary, 121 College Hall. Insertions are underlined and deletions are in brackets.]

p.4, III, Positions, 1. Presiding Office. The President of the University is the presiding officer of the Council. Each year, with the advice of the Steering Committee and the consent of the Council, the President shall [may each year] appoint a Moderator of the Council, who shall thereby become a non-voting member of the Council. [If a Moderator is appointed] The Moderator shall act as presiding officer at meetings of the Council. [In lieu of appointing a Moderator, the President may act as presiding officer of the Council.] The President, or in the absence of the President, the Provost, shall open each meeting and shall normally turn the conduct of the meeting over to the Moderator.

[If the President has appointed a Moderator, the Chair of the Steering Committee shall serve as presiding officer in the absence of the Moderator. If the President has not appointed a Moderator, the Provost shall act as presiding officer in the absence of the President, or when the President, on specific occasions, wishes not to serve as presiding officer; the Chair of the Steering Committee shall preside if both the President and Provost are absent or wish not to preside.]

The bylaw, as amended above, would read as follows:

III. Positions. 1. Presiding Officer. The President of the University is the presiding officer of the Council. Each year, with the advice of the Steering Committee and the consent of Council, the President shall appoint a Moderator of the Council, who shall become a non-voting member of the Council. The President, or in the absence of the President, the Provost, shall open each meeting and shall normally turn the conduct of the meeting over to the Moderator.

Proposed Revision to Council Bylaws: Persons Attending

IV. 5. Persons entitled to attend. Meetings of the Council shall be open to members of the Council and to the Chairs of Council committees and subcommittees as observers and to non-Council members of the Senate Executive Committee, the GAPSA Executive Committee, and the UA Steering Committee.

OSHA-Mandated Seminar

A seminar, "Occupational Exposure to Bloodborne Pathogens," mandated by OSHA and CDC recommendations, will be presented by the Office of Environmental Health and Safety on Tuesday, October 23, 10:15 - 11:45 a.m. in the John Morgan Building, Class of '62 Lecture Hall.

It will be repeated on Thursday, November 15, in the John Morgan Building's Lecture Hall B, again from 10:15 - 11:45 a.m.

The program is designed to help protect personnel from occupational exposure to bloodborne pathogens such as the Hepatitis B Virus and the Human Immuno-deficiency Virus. Information pertaining to the safe handling of infectious agents will be presented.

Information on free Hepatitis B vaccination for all eligible personnel (faculty, research technicians, research specialists, research assistants, support staff) will be available. For information/registration: Denise at Ext. 8-4453.

Update

OCTOBER AT PENN

Correction: Koyaanisqatsi/Live, a mixed media event with the Philip Glass Ensemble will be held October 23 and 24 at 8 p.m. in *Irvine Auditorium*. The location listed in the October calendar was incorrect.

CONFERENCES

18 *Visions of Society: Perspectives for the Social Sciences*; a component of the 250th celebration; topics include *The Efficient and Equitable Economy*, and *The Integrity of Cultures*; keynote address 7:30 p.m. *Also October 19 and 20, 9:30 a.m.-4 p.m.*, Bodek Lounge, Houston Hall. Information: Ext. 8-7695 (Program for Assessing and Revitalizing the Social Sciences).

22 *Cellular and Molecular Approaches to Human Disease*; symposium to celebrate the 225th anniversary of the School of Medicine; topics include *The Current State of Gene Therapy*, and *The Muscular Dystrophy Gene*; 8:30 a.m.-5:35 p.m., Dunlop Auditorium, Medical Education Building. Information: 662-6653 (Department of Pathology and Laboratory Medicine).

FITNESS AND LEARNING

Alcohol Awareness Week Workshops

22 *Shame and Addiction*; film that looks at how childhood hurts continue to haunt us as adults; Lockwood Rush, coordinator, Strecker Substance Abuse Program; noon, Ben Franklin Room, Houston Hall. (F/SAP)

23 *When the Stress Is Too Much: Getting Rid of Our Destructive Ways of Coping*; understand the sources of your stress and new healthy ways of coping; Bette Begleiter, F/SAP counselor; noon, Smith Penniman Room, Houston Hall. (F/SAP)

Update continued next page

CrimeStats at Penn: This week's *Almanac* contains a four-page center pullout with information on safety and security at Penn. Its fourth page, a three-year summary of incidents on campus, includes an list of what constitutes "part 1" crimes referred to here each week.

University of Pennsylvania Police Department

This report contains tallies of part 1 crimes, a listing of part 1 crimes against persons, and summaries of part 1 crime in the five busiest sectors on campus where two or more incidents were reported between October 8, 1990 and October 14, 1990.

Totals: Crimes Against Persons-2, Thefts-22, Burglaries-1, Thefts of Auto-1, Attempted Thefts of Auto-0.

Date	Time	Location	Incident
Crimes Against Persons:			
10/08/90	9:42 PM	3800 Blk Spruce	Neck chain taken
10/13/90	2:02 AM	Houston Hall	Person assaulted w/bottle/ apprehension
34th to 36th; Spruce to Locust			
10/08/90	7:10 AM	College Hall	Wall photos taken
10/08/90	9:57 AM	Duhring Wing	VCR taken/no forced entry
10/09/90	10:57 PM	Williams Hall	Secured bike taken from rack
10/13/90	2:02 AM	Houston Hall	See entry above under crimes against persons
34th to 38th; Civic Center to Hamilton			
10/08/90	9:07 AM	Nursing Ed Bldg	Clock and keys taken from desk
10/08/90	1:22 PM	Nursing Ed Bldg	Locks pried/no entry
10/08/90	9:16 PM	Goddard Labs	Wallet and contents taken
10/10/90	4:17 PM	Nursing Ed Bldg	Unattended wallet and contents taken
10/11/90	8:16 PM	Guardian Drive	Auto taken
39th to 40th; Spruce to Locust			
10/09/90	1:16 PM	Van Pelt House	Envelope taken from reception area
10/09/90	5:25 PM	3900 Blk Locust	Men's bike taken
36th to 37th; Locust to Walnut			
10/09/90	8:02 PM	Phi Gamma Delta	CD player, bookbag taken from room
10/10/90	9:40 AM	Phi Sigma Kappa	Unattended wallet & contents taken
33rd to 34th; Spruce to Walnut			
10/08/90	12:33 PM	Towne Bldg	2 apprehensions/3 bikes recovered
10/08/90	3:58 PM	Moore School	Bike wheel taken

Safety Tip: Tell the "powers that be" about broken lights, overgrown shrubbery near walkways, telephones that don't work, doors with broken locks. Don't assume that someone else will do it.

18th District Crimes Against Persons

Schuylkill River to 49th Street, Market Street to Woodland Avenue
12:01 AM October 1, 1990, to 11:59 PM October 7, 1990.

Totals: Incidents-21, Arrests-4

Date	Time	Location	Incident/Weapon	Arrest
10/01/90	5:10 AM	4523 Pine	Rape/knife	Yes
10/01/90	12:00 AM	4748 Pine	Aggravated Assault/knife	No
10/02/90	12:10 AM	4600 Walnut	Aggravated Assault/knife	No
10/02/90	2:00 AM	4700 Chestnut	Robbery/pipe	No
10/02/90	11:53 PM	4111 Locust	Robbery/strong-arm	No
10/02/90	12:05 AM	4400 Larchwood	Robbery/strong-arm	No
10/03/90	10:55 PM	4500 Baltimore	Robbery/strong-arm	No
10/04/90	8:45 AM	4748 Pine	Aggravated Assault/teeth	No
10/04/90	4:52 PM	1000 S 48	Robbery/strong-arm	No
10/04/90	8:25 PM	47 1200	Purse Snatch/strong-arm	No
10/05/90	10:30 PM	4801 Walnut	Robbery/gun	No
10/06/90	2:20 AM	4000 Pine	Robbery/gun	No
10/06/90	4:20 AM	4021 Pine	Robbery/gun	No
10/06/90	10:39 AM	4423 Pine	Aggravated Assault/knife	Yes
10/06/90	10:45 PM	4601 Chester	Robbery/strong-arm	No
10/06/90	11:04 PM	4500 Baltimore	Robbery/gun	No
10/07/90	12:15 AM	4300 Spruce	Robbery/gun	No
10/07/90	2:33 AM	4700 Chestnut	Robbery/shotgun	No
10/07/90	2:30 PM	537 S Melville	Rape/strongarm	Yes
10/07/90	8:44 PM	4300 Walnut	Robbery/gun	No
10/07/90	8:50 PM	307 S 41	Robbery/strongarm	Yes

Update

continued from page 11

23 Caregivers Support Group; ongoing support group for individuals caring for an elderly relative; noon, Room 301, Houston Hall (Child Care Resource Network).

TALKS

17 History of the Atlantic Coast of Honduras: Recent Research Results, and Future Research Directions; Rodolfo Pastor, history, El Colegio de Mexico; noon, Bishop White Room, Houston Hall (Latin American Cultures Program).

Evolution and Natural History of Ginkgo biloba; Peter Del Tredici, editor of *Arnoldia*; 3 p.m. and 8 p.m., Widener Education Center. Reservations are required at 247-5777 (Morris Arboretum).

19 Sensory Transduction in the Chemoreceptor Cells of the Carotid Body: The Acidic Stimuli; Constancio Gonzalez, University of Valladolid, Spain; noon to 1:15 p.m., Physiology Library, Richards Building (Department of Physiology/Graduate Group in Cell Biology).

The Role of Arachidonate Mediators, Oxygen Radicals and cAMP in Lung Injury; Gail H. Gurtner, New York Medical College; 12:15 p.m., Seminar Room, John Morgan Building (Institute for Environmental Medicine).

Dinosaur Symposium-Five Years in the Fossil Fields of the Gobi; Dale Russell, Canadian Museum of Natural History and *Dinosaurs: Dragons of the Mind*; Peter Dodson, geology; 8 p.m., Room 200, College Hall (Philomathean Society).

22 The Sanctity of Life; Ronald Dworkin, jurisprudence, Oxford University and law, New York University; 4 p.m., Rainey Auditorium, University Museum (SAS Leon Lecture Series/Department of Philosophy).

Covering Political Campaigns; Andrea Mitchell, NBC News chief Congressional correspondent; 9:30 p.m., Zellerbach Theatre, Annenberg Center (Connaissance).

23 The Transforming Functions of the Human Papilloma Virus; Peter Howley, Laboratory of Tumor Virus Biology, National Institutes of Health; 4 p.m., Wistar Auditorium (Wistar Institute).

Deadlines

The deadline for the November at Penn pullout calendar is today, **October 16**. The deadline for the Update is Monday, a week before the issue goes to press. Submissions must be in writing (by mail, FAX or e-mail; see addresses below).

Almanac

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